

MINUTES
Academic Affairs Committee
April 30, 2001

The Academic Affairs Committee of the Council on Postsecondary Education met April 30, 2001, 9:30 a.m. (ET), at the Council on Postsecondary Education office, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky.

ROLL CALL

The following members were present: Chair Norma Adams, Hilda Legg, Shirley Menendez, Joan Taylor, Lois Weinberg, and Charles Whitehead.

ADULT EDUCATION

Ms. Adams welcomed the committee to the meeting to study adult education. She said that there are many facets to the council's work, including issues for Kentuckians from pre-school throughout life, and that the discussion would deal with two adult education topics: The FY 2001-02 adult education plan and the adult education action plan for professional development. The council has made progress in creating an adult education system that will meet the goal of serving 100,000 adults by 2004 and 300,000 by 2010. Cheryl King, council staff, led the discussion.

Ms. King introduced several people, including Ben Boggs, council staff; Reecie Stagnolia, the Department for Adult Education and Literacy; Allen Rose, Secretary of Workforce Development; Debbie Shumacher, Kentucky Department of Education; Melissa McGinley, council staff; Morehead State University representatives; Sandy Kestner, the DAEL; Norma Northern and Randolph Hollingsworth, the KYVU and KYVL; Keith Bird and Tony Newberry, the KCTCS; and Cindy Reed, Kentucky Institute for Family Literacy.

A draft was presented of the 2001-02 adult education plan, consisting of nine components and outlining a budget of \$9,362,000. Total budget allocation for next fiscal year is \$12 million.

The nine plan components were reviewed (page two of the draft agenda item). Of those, the \$1 million public communication plan component was funded at the November meeting. Fund appropriation for new opportunity grants was approved at the March meeting. Component number four, local needs assessment and community development component, is still under discussion. A plan will be brought to the council. More information will be provided in May and July on component number five, professional development.

An appropriation is being requested for the other components, which were the focus of the meeting. Angela Martin, council staff, explained the sections of the plan that were funded FY 2000-01. Ms. Martin said that the funds for the public communication plan and the new opportunity grants will be expended in this fiscal year. Mr. Boggs added that the public communication campaign is \$1 million, and the new opportunity grants are \$1.5 million dollars. Ms. King pointed to the color pie charts that summarize the FY 2000-01 adult education budget as funded and the proposed FY 2001-02 budget; the DAEL's figures are in red, the council's in black.

Mr. Stagnolia said that these charts demonstrate the available resources for adult education. He pointed out that in the current fiscal year, \$1.8 million was added to the provider network. The charts show that there are several joint initiatives to fund the workforce alliance. Next year, there will be several initiatives in family literacy and workforce development.

Mr. Boggs explained that as of April, 43,365 adult learners were enrolled in adult education; this year's goal is 60,000. This is 72 percent of the goal. With the excitement and energy that are being generated, the goal for this coming year can be reached. These enrollments were achieved before the start of the public communication campaign.

The advertising and public relations firm of Red7e has been selected for the communication campaign. They will make a presentation at the May council meeting. Red7e has worked previously with difficult issues in Kentucky; for example, the Kentucky Children's Health Insurance Program and the teen pregnancy prevention campaign. They also did KET's work place essential skills campaign. The communication campaign inauguration will be in June.

Members asked if the allocated funds will publicize lifelong learning in Kentucky, not just for one audience. Mr. Boggs said that at first the traditional high school drop out will be targeted, and the advertising style will be appropriate for that audience. Ms. King said that the adult education campaign allocation is tied to an additional \$1.5 million from other sources, providing a total of \$2.5 million to fund a comprehensive campaign. Middle school, high school, and adult audiences will be reached. Secretary Rose said there is nothing more important in Kentucky than adult education, and he hears this throughout the state.

Melissa McGinley said that phase three of the communication plan is targeted more to the traditional middle and high school student. The kick-

off will coincide with the beginning of the school year.

Ms. Taylor asked if there is a component to work with preschoolers' parents. Ms. McGinley said that the campaign oversight committee has talked with Kim Townley of the Governor's Early Childhood Development office and a campaign partner. For parents of newborns, Ms. Townley's office is producing information kits regarding the importance of reading to children and literacy. The campaign may do something jointly with Ms. Townley. Ms. Taylor said that the newborn kit is a good idea, but there needs to be a partnership with the school systems. Mr. Davies said that the presidents had met with Ms. Townley, and she will meet with the chief academic officers. The institutions will cooperate in providing information to parents of infants through preschoolers to help them understand education options—both for the children and for themselves.

Ms. Shumacher said that while some contact is being made, the connection can be improved. Most family resource youth service centers do a "ready fest," which provides many services to families. The resource center coordinator goes with the preschool contact for a joint family visit that incorporates adult literacy. Ms. Taylor said that there should be follow-up. Family orientation to education is needed, even if it means one-on-one outreach, with volunteers making home visits. Ms. Adams added that she questions the value of distributing a packet to parents who may not be able to read; perhaps a video would be more useful. Ms. King said that multiple ways to reach individuals will be used. Red7e has advised the use of radio and television advertising, particularly for the early part of the campaign.

Mr. Boggs said that there would be a place for the local providers to identify their specific needs and be able to make it effective to their audience.

Ms. King said that the second component is the New Opportunity Grants, which were approved in March and are just beginning. The council will be updated on the progress of those nine projects as they are implemented. Ms. Menendez asked about the other 50 proposals that were not funded. Will there be another RFP for New Opportunity Grants? Ms. King said additional funding is not being requested at this time; however, alternate funding is being explored for several unfunded proposals. For example, the proposals focusing on work place education might be funded by the Work Force Alliance. It is hoped that alternate funding can be found for proposed programs that advance the enrollment

and performance goals.

Ms. King said that component three is the economic development and work force training matching program. She asked Keith Bird, KCTCS, to lead the discussion. The Work Force Alliance is a unique partnership between the KCTCS and the Cabinet for Economic Development. This grew out of a recommendation from the 1999 workforce summit and meetings of the adult education task force. The recommendations included greater coordination of work force training efforts and leveraging funds for adult education.

Mr. Bird talked briefly about the meetings, accomplishments of the alliance, and the need for an additional \$1.5 million for this effort. The number of people working in the field is over 100, but various efforts to work with business and industry have not been coordinated. This is a good opportunity to put these organizations together at the state level, to be driven at the local level. This is also the result of work with the National Governor's Association. It ties very closely with what the council has already approved with the KCTCS work force development trust fund and with the Kentucky WINS programs, which was developed with the Economic Development Cabinet. One of the first efforts at coordination of work force training was in Nelson County, where there were many dislocated workers. A number of agencies and teams of people went to Nelson County and looked at the dislocated worker program itself, which was administered through the Workforce Development Cabinet. The KCTCS administered the manufacturing skills standards as part of this program. The KCTCS worked with Bluegrass and Kentucky WINS to place workers in higher end jobs. Ninety people (Economic Development, field agents, KCTCS, Workforce Development, and the Adult Education business and industry outreach staff) attended a workshop. Criteria were established for developing coordinated training programs.

Other projects used public funds to leverage other funds. For example, in Owensboro, the first project was with a hospital. Jobs were profiled throughout the hospital. Hospital resources were leveraged to create career pathways and provide training at each level.

Ms. King said bringing agencies together is not easy work, especially to agree on common objectives and coordination of work. The commitments have been made. It can be done. Last fiscal year, the DAEL, through their funds alone, served only 8,000 individuals at sites in 100 counties. With this year's additional funding and blending some funds

from the DAEL with the \$1.5 million from the council, more than 24,000 individuals can be served with basic skills and employability skills training this coming fiscal year.

Mr. Whitehead said an assessment plan to determine success is needed. Mr. Bird said that there is a strong reporting mechanism. Ms. King asked Mr. Bird to talk about component eight, \$300,000 for adult learner assessments. Senate Bill 1 requires that we provide skills assessments for adult learners. One assessment is the Kentucky Manufacturing Skills Standards Assessment that was developed over the last three years. The KCTCS is coordinating administration of the assessment. The second tool is the Kentucky Employability Certificate, which is based on national assessment instruments and Work Keys that are provided through ACT. If funded, these two instruments will be used. Curricula products will be available online through the KYVU. Work Keys Assessment has already profiled 6,000 occupations that an individual can compare with their skill levels.

Mr. Bird added that this meets the commitment made to the council last November at the Workforce Development Summit to develop a unified assessment system. The program should be driven by skill standards driven by industry. This is a portable credential that can be taken to any state. It is tied to the SCANS Skills, which is used in every state. Work Keys is used in almost every state. It also can be administered by any of the organizations involved. But like the Manufacturing Skills Standards, a way in which a local adult education agency or university could offer the program has already been created. Mr. Bird has talked with Mary Beth Susman and KYVU staff about coordinating with the KYVU to offer the employability certificate.

Mr. Bird said there are two levels of student preparation for work. One is the initial certificate and the other is a general profile that ACT has generated. Part of the Work Keys System does individual job profiling. For example, a Workforce Alliance Project will include job profiling for very specific jobs. From those very specific jobs, an assessment can be developed, as well as a detailed job task analysis including soft skills and technical skills needed for that job. The employability certificate documents basic skills. From that level, a student can go through target instruction online or in a classroom, studying at their own pace to develop advanced skills. This can bring them to the level needed for a specific job. This evaluation will be used in the system and for employers who want their employees evaluated. The committee asked for the number of jobs for which certification would qualify an employee. Mr. Bird said,

“Virtually any job.”

Ms. Legg asked if employers would use the certification to screen applicants and if employers are getting on board. Mr. Bird said it involves time with industry to secure buy-in. Buy-in is tied into development of the national skills standards for manufacturing. We do have the sponsorship of the national manufacturing skills standards. It is a document signed by the governor and Associated Industries of Kentucky. There are seven pilot sites working on job profiles from education and industry.

The committee wondered if the certificate would mean much without business and labor support. It was suggested that Mr. Bird and Ms. King arrange a meeting with AFL-CIO representatives.

There was discussion regarding the issue of employability. So often people are trained and become skilled, but other factors have not been considered. Health, transportation, and childcare issues can prevent trained people from going to work.

Ms. King said that a task force representing 26 agencies and groups has met the past few months and has produced some recommendations. There are many standards, goals, and expectations placed on the county providers. We are trying to build a support system and network to reach those goals. Support is available to them. Professional development is the key. It will take a multi-faceted approach with a variety of delivery systems, including online, new orientation institutes, college courses, a summer institute, instructor observation, mentoring programs, etc. The most innovative is the Kentucky Academy for Adult Education offered by MoSU in collaboration with other postsecondary institutions. It will credential all adult education personnel. For those serving as an instructor with a bachelor's degree but without a major or minor in education, there would be an endorsement of 12 credit hours through the collaborative center for literacy development. Nine of these credit hours would be in core adult learning theory and three in specialty areas (such as workplace training, English as a second language, corrections systems and issues, and reading issues). For those who do not have a bachelor's degree and serve as instructor assistants, we would work with them to earn a certificate with those 12 hours. The other major partner is the KCTCS. The KCTCS will create a two plus two model with MoSU for those who do not have a bachelor's degree, providing academic credit and a career ladder. The adult education instructors and instructor assistants can earn associate's, bachelor's, or master's degrees

The academy would also have a professional development center, which would coordinate workshops and conferences. The task force of 26 agencies and organizations will guide this program. Another important part of the professional development program is the KYVL, which is putting together a searchable database resource system that would be available for instructors, instructor assistants, and program managers. Mr. Boggs said that the professional development component will have standards and indicators at all levels.

There was discussion regarding the need for technology. Some trainers lack basic computer skills. Another issue is credit for life skills. Mr. Boggs said that MoSU's proposal does provide an assessment of skills and life experiences because there are instructors who could teach other instructors what they need to know.

Component number nine, Base Funding, Performance Rewards, Family Literacy, Audits, Research/Evaluations and Publications, was discussed. There was a brief discussion about how the plan deals with technology. Online resources are critical for reaching goals and providing support for the instructors and personnel, as well as getting information to the learners.

The destinations curriculum should be available by early June and is key for many providers. The adult education Web site will be available by the end of August. This fall, the council could see a demonstration of online products and what has been accomplished with the adult education site through the KYVU.

Mr. Stagnolia led the discussion about the increase in base funding, goals with that increase, and how department funds and council funds are working together. He said that as we look at base funding we want to encourage our providers to look at these new funds as an opportunity to scale up what is being done. In the current year, \$1.8 million was put into the base funding. Base funding is the total allocation of the adult education funds divided by the numbers of people at literacy levels one and two, about 971,000 people. This creates a cost per student index multiplied by the number of students per county that defines the county's allocation. Counties that were underfunded received \$1.3 million dollars to narrow the gap with better-funded counties. In addition to these funds, the department received additional federal funds through Title II of the Adult Education and Family Literacy Act. Our federal appropriation rose from \$8.3 million to \$9.1 million. We used some of those funds to provide an additional cost of living increase. The total new allocation to the base of

the adult education program is about \$3.9 million dollars. Hopefully, these funds will encourage providers to come up with innovative ways to provide services.

Ms. King asked the committee to keep in mind that the provider network has been asked to increase their number of enrollments this year and each year—leading us to serving 100,000 adult learners by 2004 and 300,000 by 2010.

Mr. Stagnolia said that a mechanism for rewarding those that have been successful in meeting their performance goals has been established. The providers must meet enrollment goals to be eligible for rewards. Other indicators besides enrollment are used to measure performance. Providers must meet 50 percent of those other indicators to be eligible for additional rewards. Last year, if rewards had been in place, it is estimated that \$200,000 would have been needed to provide rewards. The council will be told in September how many programs met their goals.

Ms. King said that the document provided indicates that from 1995 to 1999-2000 the number of enrollments in adult education has increased. Also attached to that document is a chart showing that for 1999-2000 adult education met Title II goals. Kentucky is one of only six states to have met all performance indicators in Title II and will be eligible for an incentive from the federal government.

Ms. Adams asked if there were other questions about rewards.

There was a brief discussion about delivery of programs. Mr. Stagnolia said that we continue to allow decisions to be made at the local level. There are competitive grants available to fund program delivery. Providers may compete with each other for those funds or submit collaborative proposals.

Ms. King said programs are different from county to county, just as are the needs. We try to uphold the tradition of allowing local people to understand their needs and write the plans that meet those needs. At the same time, we have in place performance indicators and enrollment and performance goals which all must meet to demonstrate success. If they cannot do that, then we must find a provider in that local area that can meet those goals.

Ms. King said that an additional \$2 million of the adult education trust funds is being requested in addition to the existing \$2 million for family literacy programs in Kentucky. The total of \$4 million will be used to

expand family literacy services (currently serving 48 programs in 48 counties).

Ms. King asked Debbie Shumacher, Kentucky Department of Education, and Cindy Reed, Kentucky Institute for Family Literacy, to lead the discussion about the plan. They said they believe the goals of expanding family literacy to all counties can be met by setting goals for enrollment, for participation, and by looking at costs per family (\$1,000 maximum per family). With the infusion of additional money from the trust funds and by working with the state funds already available through the DAEL, they propose a plan based on a funding formula that is fashioned after the funding formula used for base funding. This plan would allocate money by county and require a maximum funding level of \$1,000 per family. They anticipate serving about 1,100 families this year. Many more families can be served. A critical part of this plan is the partnership with KDE and their Even Start funding.

The Even Start program is a federally funded program focused on child education. The money goes into child education and then extends that work to include parents and children in literacy programs. Ms. Shumacher said they expect an additional \$1 million from the federal government. The plan is to work with the KDE and place these additional funds in adult education and literacy efforts in every county. Ms. King said that the challenge is to find ways to use the family literacy model to work with school districts and with Head Start.

Ms. Shumacher said we have significantly more early childhood funds through the Governor's Task Force on Early Childhood Development, Head Start, and the state preschool program. We use those as the base and put a family literacy component in each funded program.

Ms. Adams asked how families are identified and if most of them are receptive to the programs. Cindy Reed said that there are a number of ways. Many families are identified through the preschool programs and the Head Start programs. Preschool programs, school based programs, and family resource centers identify parents with a literacy issue and refer that family to the family literacy program.

Mr. Whitehead said that there should be a substantial effort by volunteers. Ms. King said that we are utilizing the expertise of the National Center and the Kentucky Institute to help us train volunteers.

English as a second language has become a very important part of the

family literacy effort. For instance, a program in Bowling Green serves a variety of residents of the housing authority. Bosnian, Vietnamese, and Hispanic families are involved.

Mr. Davies agreed that volunteers are key. When you start with \$2.1 million dollars and serve 600 families, that's \$3,000 a family. If you go to \$3 million dollars and only serve 900 families, that is still \$3,000 a family. We are trying to cut the cost per family from \$3,000 to \$1,000 so we can serve many more families effectively with the same dollars. One way to do this is to not be paid-labor intensive, but be volunteer intensive. Mr. Davies said staff would develop the volunteer component and report to the council at a later date.

The meeting adjourned at 11:20 a.m.

James L. Applegate
Acting Vice President for Academic Affairs

Jerry Ann Warmouth
Secretary